

THE LIBRARY JOURNAL

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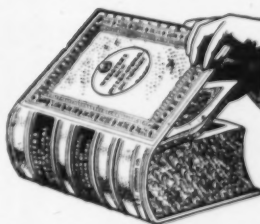


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THE LIBRARY JOURNAL

TWICE-A-MONTH

SEPTEMBER 15, 1927

City Supervision of School Libraries—I

How a Centralized School Department in a Public Library Functions. Discussed by Annie Spencer Cutter, Director of the School Department, Cleveland Public Library, at the A. L. A. School Librarians Section, Toronto, June, 1927

THE problem of administration of a centralized school department in a large public library, having for its aim the improvement of library service in schools, in a city where the school libraries are branches of the public library is this: to effect the greatest degree of integration of the school library in the school life. In other words, how to make the library in the school, what the open fire place was in the old-fashioned home, viz., the soul and center of it. Nowadays, we recognize that the aim of both the public library and the public school is educational. The difference in their methods is becoming less marked as the school program decreases in rigidity and develops socializing tendencies and the public library develops more definite methods.

For many years the public library has supplied books to all those who of their own free will came to its doors seeking them for purposes of information or pleasure. Now, with the passing of the formal text-book—in its place the insistence on evaluation of subject matter by students, and the encouragement of creative expression—it is natural that the library should become not only an important agency in the building of curricula but many times the goal to which these curricula lead the student. As never before, we have educational activities whether in kindergarten, high school or for adults, focussed on the book. The public library's great contribution to education has been the development of the usability and usefulness of the book thru the specialized service of technically trained librarians. Therefore in any contribution which it makes to its great partner in education, the emphasis should be on the quality of service it provides. How then can a school department of a public library make use of the co-operating plan of administration to improve the quality of service given?

The chief thing is to help our school librarians to become book specialists while keeping

them human beings. To help them as book specialists both to get at the intrinsic value of books and in the working out of their use to an increasingly broad point of view. As human beings, to keep them genial folks who have fun doing things with books and people and in bringing them together. And is it too much to expect that some of them may become artist-librarians who have a consciousness of beauty in the vision of their work and who experience the joy of creation in some part of it?

Now as to our co-operative arrangement in Cleveland. The Board of Education furnishes not only the space, heat and light in all our school branches, but in addition provides the furniture equipment in twenty-three senior and junior high schools; all reference books, all supplementary sets, and very many required reading lists and general circulating books. The elementary school libraries are neighborhood branches in the sense that they are designed for all the children of neighboring schools, whether public or parochial. The entire equipment in these schools is provided by the Public Library. The school library personnel is appointed by the Library and their salaries are, with a few exceptions, now paid by it. The A. L. A. standards of qualification are followed for all new appointments. The school librarian is responsible to the Library in administrative matters, but her rating in the school tho not official, is practically the same as that of a head of a department. She is therefore included in teachers' meetings and other school activities.

The high school librarians receive a quota from the Board of Education and buy books twice a year. The actual ordering and purchasing is done thru Board of Education headquarters. The Board is fairly generous but to buy only twice a year would be a serious handicap. This difficulty is obviated by the quota which is assigned by the Public Library, permitting a monthly order for replacements of adult books

and a bi-weekly order for new books. A quarterly quota for juvenile books is also assigned. The selection of new books bought from Public Library funds for her own branch, is made by the school librarian herself with the approval of the head of the school department, after actual examination of the books. A selection of the books which come up at the bi-weekly round table of the Public Library is made for the school librarians' book conference held the Saturday following the Thursday round table. A small group of school librarians always attend the general round table and their judgment of the books under discussion is of particular value since their practical point of view serves as a check or balance to the desk-chair opinion of the director. In addition to the books already mentioned there is also a floating collection of several thousand books bought by the head of the department with Public Library funds and housed in the school department. These are intended for general use by all school libraries and are borrowed by the librarians as needed. Here are some of the ways in which these books are used.

In the first place they supply as far as possible the individual requests from teachers or pupils and are sent out to the school thru a daily delivery from the main library to the branches. About seventy-five per cent of these requests are filled—the rest are turned over to the main library or branches to be filled. During one school year, 34,681 of these requests were supplied thru this inter-loan system. The value of having the large resources of the main library made available to the individual school library borrowers is important in any consideration of book distribution or use.

Another important use made of the school department collection is that of furnishing for a limited number of issues such new books as *This Believing World* or *The Royal Road to Romance* or *Revolt in the Desert* which cannot be bought for each school library. It is used also to supplement a school's own collection on a given subject. Not long ago, for example, a high school teacher prepared a most interesting project on "Citizenship thru Biography." Pupils were reading biography from various points of view, such as: "Does a study of biography help to break down race prejudice?" and "Are there not goals of human welfare yet to be attained as great or greater than those already attained in science and art?" The school department sent a large collection of biographies to help this special call. Essays or scientific material are drawn upon when those particular subjects are stressed such as Ward's *Exploring the Universe*. A number of specially chosen collections numbering twenty or twenty-five books have been assembled on

such subjects as poetry, travel in other lands or books on the circus and are sent out to the school branches for a stated number of weeks as display collections. These collections are to stimulate interest in some particular subject. Also at all times the school department collection is drawn upon by the branches for recreational material for teachers and students.

To have the larger resources of a school department or main library collection at command is important, not alone from the point of view of additional material but because of the help available for book selection. As in all school libraries, books are chosen after consultation with principals, heads of departments and teachers of special subjects. Their help is supplemented by advice from the heads of divisions in the Cleveland Public Library who have specialized in their various fields. Frequently the school librarian is saved from an unwise expenditure of money by waiting to have a book tried out in the Public Library before purchasing it for her branch. Or again, books purchased by the Public Library and lent to the school library may after examination by a teacher, prove to be either most valuable or entirely useless for school work. Books supplementing school subjects form the bulk of a school library's collection, just as the bulk of the school librarian's time goes to helping teachers and pupils meet the school-day's requirements.

How do librarians as book specialists supplement a teacher's knowledge and use of books which, thru long years of applying certain types of material to certain groups of students, have developed in her a more systematic but less all-around view point?

It may be in working up a special list for a teacher new to his subject who will express appreciation as one man did, not long ago, by saying, "I didn't know what I wanted until after I got it." It may be by arousing in a teacher such interest in the possibilities of the vertical file that he plans his lessons out of material to be found there *only*. Or as in the case of an unimaginative history teacher, the librarian may analyze chapter by chapter a history text and provide enriching material from fiction, biography, poetry, etc., for the individual chapter, thus stimulating use of the library; or by assembling project material for high I. Q's; or searching for the simple, easily read, but alluring title for the slow opportunity groups; or answering scores of definite questions on where to find this, that or the other. I say the bulk of the school librarian's time goes in these backbone daily duties but there is, however, a saving remnant of her time in later afternoon periods or a chance conversation between classes which gives opportunity for the work of more lasting value. I refer of course to her direction of

pleasure or personal satisfaction reading. Probably, altho intangible, these results are in inverse proportion to the time available. And fortunately for the inspired librarian no set time or place is required. What is required is again a careful selection of books, a knowledge of those books and freedom in handling them.

The choice of reference material moreover, tho by no means a simple matter in these days of courses without text books, and of individual research requirements, can be compassed fairly satisfactorily thru the help already suggested.

How can a school department so function that help can be given by providing such books for boys and girls as shall so surprise, delight and absorb them that ever after, books shall be a prime necessity in their lives? Accepted standards for children's books have been attained thru years of specialized service in children's rooms. Standards for teen-age reading are in the making, and will be attained only as there can be the blending of scientific study with the experience of the person who has, in addition to an appreciation of the finest in literature, an intelligent understanding of young people's intellectual and psychological processes, and who from daily contact with them keeps fresh in mind their interests and point of view, for it is the young people themselves who are making their own standards in reading as they are working out their own standards in living. The school librarian's opportunity is to provide the materials on which they may exercise their judgment. Like the teachers of the Newer Education the librarian's ability is not shown in the impressing of her will but by that indirect guidance which is effective thru tact and understanding. This standing-on-the-side-line method, requires the habit of long view measurement, an appreciation of the value of individual personality, and honesty in relations with young people. That honesty it is which prevents a librarian from saying, "Here is a fine book. I know you will like it," when she really means, "Here is a book which I know to be fine and I hope you will like it." She must not expect the satisfaction of quick returns in individual reading growth but be content with very meagre rations of known success.

How is the selection of these books for personal-satisfaction reading to be made?

In the Stevenson room for young people—the only public division of the school department at the main library—we have a laboratory in which, we hope, continued experiment will help in finding out the kinds of books most interesting and best suited to pupils of high school age. The collection is primarily recreational. The fiction covers a large range of interests and variety in type, is of a consistently high standard and is chosen with the adolescent point of view

in mind and also with a view to tying-up with other books in the collection. There is freedom of choice but opportunity is given for the discussion which indirectly admits of direction without the imposition of ideas. We do want freedom but we are not yet ready to say it shall be limitless. We hope for adjustable boundaries.

A group of school librarians this past year has been meeting regularly for the reading and discussion of books new and old for inclusion in the Stevenson room collection. The extent of the use of these books is an important factor in their duplication for the school branches. Mimeographed lists of these books, with annotations are made up from time to time and sent to the school libraries and other branches. An edition file of the books in the Stevenson room has been made important because a particular point is made of attractive editions, and an annotation file is also being compiled.

But suppose you, as school librarian, have an adequate selection of books, not only of reference material but a wide variety of titles for personal-satisfaction reading and yet have little opportunity for personal work because of the pressure of daily work.

How can the school department help to increase the librarians' time for friendly intercourse? By the study of staff needs and, in so far as it is possible, by increasing the number and quality of the assistants. A large amount of the time and energy of the director of a school department is legitimately devoted to the search for qualified assistants; to assigning these assistants to those libraries in which they may work most efficiently and to demonstrating that trained and efficient assistants increase the effectiveness of the work of a school library to an extent that justifies the additional salary expense. Temporary adjustment of staff when there is illness or unusual pressure of work is made possible by a flexibility in staff assignments. This flexibility in turn is made possible by the fact that assistants in school libraries are employees not of the school to which they happen to be assigned, but of the Public Library.

One problem we are working at continually in our local situation is that of centralizing and simplifying as far as possible the required technical or record work. All cataloging and shelving, therefore, of books bought by the Board of Education as well as those bought by the Public Library is done at the Main Library. When a book order is in process of being prepared, information as to the publisher, price, etc., is found by an assistant in the school department office. A continual effort is made thru unification and simplification to reduce the number of arid hours which must be spent in detail work.

Suggestions for changes in routine come from the school librarians themselves or frequently, from the three assistant supervisors who are in charge of the senior, junior and elementary school libraries, respectively. The school departments meetings give opportunity for discussion and interchange of experience. I am sure that in a centralized school department where it is customary to have staff meetings, the chance for give and take of opinion, suggestion and ideas is one of their most valuable features. There is help and inspiration in being one of a group all tackling the same general problem but approaching it from slightly different ways: a technical school library, a normal school, a commercial school or an elementary school. At our round table meetings, we have discussion over the discouragements of mutilation or the problems incident to library instruction and the various methods of reaching teachers. Our discussions are spirited. We do not all agree. Some of us believe that graded lists of required reading should be discarded and that reading should be stimulated thru less stereotyped means—others think that lists are a necessity, may highly desirable, in working with such large groups as one finds in schools of two or three thousand pupils. Some of us believe that instruction should, if possible, be given by some adaptation of the contract plan, others that to follow the outline already in use is the safe and sane method. This association with others actively engaged in similar work not only is stimulating but provides a backing and group consciousness that increases individual courage. Miss Faintheart learns that the lions in the way have been met and passed safely by others no better armed than herself.

In a classroom not long ago, a discussion was being held by students about young people's morals or standards. One young boy said that one difficulty of young people is that there is no unity or common standard in the family as a whole. Each one goes his own way and the young person finds nothing solid against which to brace himself. I maintain that in our school library family there is a solidarity in the group that maintains ideals and provides inspiration.

A centralized school department in a public library offers an avenue of approach to the board of education giving opportunity for helpful interpretation of the work of the school library and for arousing interest and friendliness toward the workers. The head of the department acts both as ambassador and advocate for the library in general and the school libraries in particular. Similarly she and her assistants are able to transmit to school librarians a better understanding of conditions under which the Board of Education operates and a sympathetic interest in the fulfillment of its purposes. In

Cleveland we are fortunate in having one of the school branches of the Public Library at the Board of Education headquarters. The book collection at this branch is highly specialized, containing the recent books, pamphlets and periodicals on educational subjects. It serves as a clearing house for school library matters with which both the Board of Education and the Cleveland Public Library are concerned. The librarian of the headquarters branch acts as a liaison-officer by referring matters of policy to the proper authorities in the two systems, and by handling such details as arise in connection with book and periodical orders for the school libraries. Naturally, the Public Library profits by her close association with leaders in educational thought in Cleveland, and her acquaintance with the most recent books on education. She is of great assistance to the head of the school department in dealing with perennial problems or working out new policies or plans. One of the most important of these problems in developing better library service in schools is to secure adequate space in school buildings, with proper attention to library needs and equipment. More space is being given and there is increasing opportunity for conferences on design and furnishing.

More important than the design and equipment of school libraries and of equal concern to the Public Library and the Board of Education is the training of librarians for elementary schools, either of the platoon or the traditional type. The value of normal school training and teaching experience in a school librarian is unquestioned but can never take the place of specialized training for library work. With the increasing belief in the value of many and varied types of books for little children it would seem desirable to include in our training for teachers the opportunity to specialize in this particular kind of educational work. With this in mind, the Cleveland Library and Board of Education are just now studying the possibilities of a combination plan of training in our School of Education, whereby the students might take, if they wished it, their last year of training in the School of Library Science of Western Reserve University, receiving at the end of it their teaching certificate and their library school certificate.

In closing, I wish to speak of that baffling problem of so much interest to teachers and librarians alike. What means can be devised by which the boys and girls when leaving school for work or college may be reminded of the fact that leaving school should not mean forsaking books? Working with the Board of Education, we have been following this plan: Cards of invitation to the Public Library have been pre-

pared and one such card is given to each pupil by the Board of Education when he receives his working permit. On it is the brief suggestion that the Library has books which may help him in his new job, and a reminder that he can get books for reading in his leisure time. To the high school student on graduation is given by the school librarian a card of introduction to the librarian of the branch nearest his home, or a card of invitation to the Stevenson Room, if he prefers to use the main library. The return on these personal invitation cards has been

gratifying enough to warrant continuation of this plan.

Right here comes the test of school library service. Do our methods, our training, our organization, result in drawing the student to the Library naturally? Will the boys and girls come freely to the Library after they have left school, because they want books and because they know that behind the desk they will always find a genial, understanding friend? That in the final analysis, is the test of supervision of library service in schools.

City Supervision of School Libraries—II

The Denver System Described by Eleanor M. Witmer, Supervisor of School Libraries, Denver Public Schools

Wall, it's a marcy we've got folks to tell us

The rights an' the wrongs o' these matters, I vow.
God sends country lawyers, an' other wise fellers

To start the world's team wen it gets in a slough;

Fer John P.

Robinson he

Sz the world'll go right, if he hollers out gee.

SUPERVISION of some kind is as old as American education. Robinson, John P., very well represents one type of it. Fortunately it is a type no longer in vogue. Mr. Hsieh, however, as recently as 1920 remarked that supervision still "had more of the instinct to mastery in it . . . than the instinct to kindness or the desire to serve."¹ And in 1923 Mr. Newlon, then superintendent of schools in Denver, addressed a body of school executives with these words: "School executives and supervisors have not yet caught the vision of the new supervision. Occasionally they may get a glimpse of it, but a survey of the field will show that supervision is still, with a few shining exceptions, painfully inspectorial in character."²

What this new supervision is and how it affects the city supervision of school libraries is the subject I want to discuss with you this afternoon.

John Dewey once said that educational practice lags at least twenty years behind educational theory. For some time now leading educators have talked of a new theory of supervision. They have said that it must be first of all creative. This means that the time has passed when the chief work of the supervisor can be that of setting up standards to which others must conform. It is, on the other hand, now quite conceivable that good work can be done where the librarian holds a different point of view as to the aims or methods of all or a part of the work from that held by the super-

visor. For the ends of supervision will be achieved not merely by insistence upon technical efficiency of a mechanical kind but by setting up a type of organization which will not only invite the participation of all concerned but will make it impossible for any librarian not to become a student of the problems involved in the development of better methods of library organization and procedure. Today no supervisor can be deemed competent to determine aims and policies without the advice and counsel of the body of librarians actively engaged in the work. At the same time the failure of librarians to participate in this work is bound not only to stunt their growth professionally but to stultify them personally.

The new supervision then is based on co-operation and participation. And if we are to judge by present day observations the primary function of the supervisor, under such an interpretation, is research. An expert in a particular line, it is expected that she will do such constructive, creative thinking as will aid in the solution of school library problems. More important than this, however, will be the organization of the entire library staff in such a way that all will contribute thru investigation and study to the field of research. In order to accomplish this in an effective manner, the supervisor must first recognize the contribution that each member of the staff can make under proper leadership, then present the situation most likely to call forth the best of each individual's ability.

It would be unwise to attempt to give any prescribed procedure for such a staff organization, for in all likelihood it will change with the problem. It is important, however, that it be a very flexible organization and one that favors very frank and informal discussions. The supervisor in this case may be the leader of

¹ *School and Society*, 11:331, 1920.

² *Journal of Educational Method*, 2:404, 1923.

the discussion but seldom one who sits in authority to give ready-made decisions on problems that come up for consideration. Hers should be the position of one who stimulates broad thinking, an open expression of opinion and a scientific attitude of mind rather than that of one who commands.

Generally speaking staff research will direct itself in one or all of three ways, aiming first to discover existing weaknesses; second, to find means whereby improvement may be made in these existing short-comings; third, to formulate a working plan for the continual improvement of library service. Theoretically the library organization may be the best that past experience has evolved. It cannot remain the best unless consistent thought is given to the changing type of school organization, the reconstructed curriculum and the newer methods of classroom teaching. Each member of the library staff touches upon these new movements daily yet it remains for the supervisor, as one at a little distance from them, to see the thing as a whole and to interpret thru the experimentation of the individual staff members the best means to improve school library service.

No one method is ever the best method of handling a school library problem, for each situation demands an interpretation of its own. Lock-step methods are poor except in the most routine matters. Research will, therefore, not be for the purpose of determining a uniform procedure but will aim to bring all facts of the problem to light that there may be an adaptation of experiences to meet individual school differences. Any system of supervision is therefore likely to fail which does not free all persons to exercise initiative on a wide basis. For a supervisor to assume that she alone has creative ability is absurd. It is well indeed for her to have it in common with others of her staff but much of her share in research lies in gathering together the many excellent ideas created thru her stimulation of individual initiative and in making them available to the entire group.

Second in the list of supervisory activities should be the study of the curriculum. Library courses of study are now becoming recognized as an essential part of the general school curriculum yet at the present time these courses represent the weakest point in the field of library service. Librarians have been too eager to place a gap between themselves and teachers and in so doing have failed to give to the problems of teaching and curriculum construction the scientific study which must be the basis for all successful work. The need for adequate courses of study and textbooks which will place the library curriculum on a sound basis, is urgent. City supervision of school libraries has

done much to create the demand and supervisors in turn must now make a real effort to meet it.

The new movement in curriculum revision is one of the outstanding features of modern educational progress. The time has passed when the school superintendent and his immediate associates can prepare the course of study. Consequently we find various other plans in operation over the country, some of which make the supervisor the chief instrument, others of which place the responsibility largely on those actively engaged in the work. Quoting from Mr. Threlkeld, deputy superintendent of schools, the Denver program of curriculum construction operates on the following three principles:

1. No program of study will operate that has not evolved to some extent out of the thinking of the teachers who are to apply it. It is, therefore, necessary to have committees of teachers at work in each of the fields represented in the program.
2. It is necessary for these committees to be stimulated in their work, co-ordinated and continually directed in their activities, by organized supervision.
3. Universities and other agencies thruout the country for several years have been carrying on very valuable curriculum revision investigations in their research departments. All discoveries made by these efforts should be appropriated as far as possible. Any course of study put into operation in Denver should represent the last word of investigation in its particular field.³

Carrying these principles over into the field of library curriculum construction will mean (1) that the course must come largely from the librarians actively engaged in the work; (2) that the supervisor, along with the director of curriculum revision, must stimulate and guide the work of the librarians engaged in this study, giving to them expert advice and co-ordinating their activities in such a way that the best results may be obtained.

In the field of library instruction few agencies have contributed to the results of scientific investigations. Colleges and universities have not yet considered it as a field for research. Those having graduate library schools may rightly be expected to contribute much of value in the future. The A. L. A. has, thru its Education Committee, made a contribution. And yet the largest share of investigation has been made by individuals who are daily confronted with the problem of library instruction. So it is to individual librarians that committees will have to turn for much of their assistance.

City supervision of school libraries presents the opportunity to stress the need for further curriculum research by committees of librarians and to organize the staff for such study. Supervision has also tended, thru the downward extension of library service, to place the initial

³N. E. A. Department of Superintendence. *Second Yearbook*. p. 118. 1924.

instruction in library usage in the elementary school, where it logically belongs. This in turn has thrown the main instruction in the junior high school where children may be reached before leaving school. Library instruction assumes large proportions when it is a required part of every student's program for three years. In Denver it has made evident the future field for "instructing librarians," persons specially trained in the technique of teaching procedures who will have, at the same time, expert knowledge of library subject matter. Pursuant to the time when such persons are available, Denver is experimenting with having teachers assist in giving this library instruction. There has been in consequence not only excellent instruction given but a greater use made of the library by pupils of these teachers and by the teachers themselves. The success of the experiment has been such that it may be adopted as a general policy.

One of the lower places in the scale of supervisory functions should be given to visitation. Interpreted as inspection by those who have not the new outlook on supervision, it at one time represented the chief work of the supervisor. Visitation and inspection are, however, *not* synonymous terms, inspection being but one possible small objective of visitation.

Two phases of visitation are widely practiced—survey and service. Visits made for the purpose of survey are generally a part of a carefully planned schedule. A new person taking up the position of supervisor will probably do more of this work at first than later. It will be necessary for her to become familiar with her staff personnel, the principals of schools thru whom she will work, the book and room equipment of each school and the plan of library organization in current practice. Later survey visits will provide the opportunity of observing such things as how effective certain types of library organizations are, how the course of study is functioning in the classroom. Again it may be for the purpose of observing the work of the librarian with the object of gathering good ideas to carry to other librarians or for the purpose of offering constructive criticism to the librarian herself. On such occasions as the latter there is a need for a very frank and open impersonal expression of opinion from both supervisor and librarian with no reservations for fear of giving personal offense.

Supervisory visits from the standpoint of service take on a different purpose and meaning. The occasion for such visits are at the request of someone—principal, librarian or another supervisor. They are primarily for the purpose of aiding in the solution of recognized problems. The supervisory department now becomes a service station subject to call when the need for ex-

pert advice is felt and demanded. In all likelihood visits made under these conditions will result in a co-operative effort of principal, librarian and supervisor for the solution of the problem. Unconsciously or consciously the supervisor may have done much to create this demand from the school. The results are the same—a realization of the problem and a call for service. Supervision now becomes more than a joint undertaking to be accomplished thru a recognition of the contribution each person has to make to the improvement of library service, thru the realization that all are learners in the study of the problem involved and thru the co-ordination of the efforts of all concerned. The supervisor will take the lead in offering constructive suggestions. No principal can be expected to have expert advice to offer on professional matters but she has a contribution to make in recognizing the feasibility of the plans suggested and in arranging for carrying them out. To quote Mr. Newlon: "He must understand that he is something more than a rubber stamp," that he is not a functionary merely for the relaying of information from the central office to the teachers and librarians.

The foregoing activities are probably common to all supervisory positions, and take much time and thought. There are, however, other responsibilities and other activities which affect to no small extent the energy which may be spent upon research, curriculum construction and visitation. These may differ widely according to local practices. With an outline of those which in Denver have been an outstanding part of the past three years' experiences, I shall conclude this paper. Something of the growth and standardization of library service will be discernible in them in so far as it has come with the introduction of supervision. The outline is as follows:

1. *Supervisory relations to the building program.*

Denver for the past few years has had under way an extensive building program including the erection of high school, junior high school and platoon school buildings and the planning and equipping of a series of libraries in various types of schools. The plan followed was in general this. The Board of Education having approved the architect's plans, those of the library were submitted for detailed consideration and final approval to the supervisor of libraries. Standards for location, seating capacity, area and general planning were previously set up by the department of libraries and these were used as a checking basis for each new building plan. Standards of equipment were likewise set up and each library furnished in accordance with them. Initial book purchases were made for all new schools. Where

the temporary remodeling of old buildings had a part in this program, the immediate need was met in equipment.

2. *Supervisory relations to the selection, appointment, and placement of school librarians.*

The supervisor of libraries is directly charged with the selection of librarians for the public schools. In 1925 upon her recommendation, standards for the eligibility of persons applying as high school librarians were set to require a college degree and at least one year of accredited library training. Personality and previous successful experience in either or both the teaching or library professions were added items of control.

The scarcity of well qualified candidates at first made strict adherence to these standards difficult. Assistant librarians and those elected to fill vacancies in the smallest schools, therefore, did not in every case meet these requirements of training. Under the Denver plan of three years of probationary work in the system, much of the danger relative to employing untrained persons was, however, avoided, permanent appointment at the end of that time being based upon the work of the previous three years and the acquisition of such further training as was necessary to meet standard requirements.

With accredited library schools initiating summer courses leading to a professional degree, it will be possible to employ a few untrained persons of experience who specify their intentions of gradually securing the necessary training, if fully trained persons are not available. Each year, however, the number of trained applicants is increasing. This year they have been greatly in excess of the seven vacancies to be filled and no untrained applicants have been appointed.

Appointments are made by the Board of Education upon the recommendation of the supervisor of libraries and the assistant superintendent in charge of high schools. When librarians are dropped from the list of persons employed, it is upon the joint statement of both supervisor and principal or principals under whom the work has been done.

There were five librarians in 1923; and this year there are twenty-five.

3. *Books, supplies and equipment.*

The majority of requests for supplies and minor equipment originate in the schools. They must receive the signature of the supervisor of libraries for final approval. She determines whether they are needed, checks against the budget for school libraries and decides upon the source from which they are to be purchased. A standard list of supplies set up for general usage in the schools eliminates much checking on the part of both supervisor and librarians.

The Denver plan of library budgeting probably differs from that of other cities of like size. An estimate of all library needs is made by the supervisor of libraries and an appropriation made for libraries in the general budget on this basis. No further apportionment is made by schools, however, except for the large division of platoon schools and high schools. Each librarian and principal is, instead, instructed to request such books, supplies and equipment as are needed from time to time and told that they will be met in so far as they seem justified and the budget allows. During the two years that this has been in practice no reasonable request has had to be refused and the tendency to spend all of an allotted budget has been avoided.

The main book purchases are made once a year, about the beginning of January. This time has been chosen because it allows a survey of needs by librarians after the opening of the school year and yet brings in the new material in time for it to be cataloged before the close of school, thus avoiding the accumulation of work over the summer months.

The supervisor of libraries working with curriculum revision committees frequently directs that purchases be made for all schools affected, on the basis of curriculum adjustments. In such cases the list is made up in the central library office and is sent out to be checked by each librarian so that it will indicate the material already available. Purchase is subsequently made to fill all lacking items.

In the platoon schools where there are chiefly untrained librarians, purchases are made by the supervisor of libraries, recommendations as to needed subject matter or special titles desired being indicated by each school.

4. *Field work.*

This covers many of the supervisor's activities. It includes contacts with outside organizations such as professional clubs, parent-teacher associations, newspapers, the public library, local colleges and universities and state reading circles. It brings the opportunity to present the work of the schools thru its libraries and the opportunities of librarianship as a profession, to discuss children's reading and to give advice as to the purchase of books and encyclopedias. Field work is also done within the school organization itself, there being many calls for assistance not pertaining to libraries but to reading and the handling of books. Teachers and principals frequently request advice on their professional or pleasure reading, on the purchase of books, on the organization of book rooms for handling text books and desk copies, on book mending and similar topics, about all of which the supervisor is supposed to be informed.

5. *The Administrative Library.*

I have placed last an activity which probably does not enter in the plans of most supervisors of school libraries. In Denver there is in the central school administration building, a professional library established along with the office of the supervisor of libraries and under the direction of the person carrying that title. An article in the April, 1927, *Elementary School Journal* describes the organization and purpose of this library. With a staff of two assistants this library is maintained for the use of everyone connected with the schools. As such it houses material of educational interest in a broad sense. There is, for example, in addition to all books and ephemeral material dealing with educational methods and problems, dental and medical material for those who work in the clinics connected with the public school system, collections of design plates and lantern slides for those who teach art, and Victrola records for the music department. The responsibility of bringing this library into existence rested upon the supervisor of libraries who directly supervises and directs its maintenance.

Its use by teachers and principals is constantly growing and it is generally believed to be indispensable to the workers in the school administration building. Without it the program of curriculum revision as set up for the Denver schools would be greatly impaired, for it forms the laboratory and research facilities for all its committees. A collection of seven thousand volumes of publishers' samples are a part of the library's equipment.

To the supervisor of libraries there are many advantages in her connection with the Administrative Library. Thru it she keeps constantly in touch with the changing school curriculum in a way not otherwise possible. Again, it offers close contact with the work of administrative and supervisory officers, presenting opportunities for frequent discussion of common problems. Furthermore it brings contacts with teachers from whom there is gained an insight into the whole educative problem from their point of view. All these are broadening contacts and they should not be treated as minor factors in the supervision of school libraries for each has a contribution to make toward its success or failure.

The Brussels Institute

Mr. H. W. Wilson Replies to Dr. Richardson's "Defense" in the *LIBRARY JOURNAL* of September 1

Dear Dr. Richardson:

I have been much interested in reading your open letter addressed to me as a reply to my letter of inquiry to Mr. Bowker. After reading it I appreciate even more the self-sacrifice of Mr. LaFontaine and Mr. Orlé. What has been done by them with their moderate income is indeed surprising. Instead of the modest amount you suggest I should say that the cost of bringing together thirteen million cards filed in cabinets and the cost of the current encyclopedia in the form of vertical file together with the Museum and other matters might easily be more than one million dollars even under favorable circumstances.

I have never questioned the efficiency of the Institute in collecting material and in the economy of its operation but I have questioned whether it was ultimately used to a degree sufficient to warrant the expenditure and sacrifice. Neither in your painstaking "defense" nor anywhere else have I ever seen any statistics as to the number of people who may have used this card catalog in a year. In fact little mention is made of the use of it. It seems to me that after thirty-three years' of life ideas and plans should be justified by their fruit and it should not be necessary now to justify these plans as plans. The publishing of the Decimal Classi-

fication may readily be assumed to be a satisfactory justification for that plan. The Museum is undoubtedly interesting and its value may be proved by use. It would be interesting to know how many people visit it but most interesting of all would it be to know about the use of the thirteen million cards. Is the public allowed to use it? Are research workers allowed to use it on their own account? Do they use it? How many requests come thru the mail and how many are satisfactorily answered? Have those who have made use of these cards given testimony of their satisfaction?

Is it not time after thirty-three years to justify ideas and plans by a demonstration of actual service?

H. W. WILSON.

Free on Request

PSYCHOLOGICAL ASPECT OF THE LIQUOR PROBLEM

Several copies of the Sub-committee of Fifty's *Psychological Aspect of the Liquor Problem*, edited by John S. Bullock, Houghton Mifflin Company, 2 vols., 1903, have been put at the disposal of the Acquisition Division of the New York Public Library. Any library willing to pay postal charges may have one.

'Teen Age Girls as Booklovers

By MARGARET DREW ARCHIBALD,

Toronto, Canada

I HAVE been asked to tell you* a little about some library work with 'teen age girls of 60 to 80 I. Q., that is, girls whose mental age is sixty to eighty per cent of the normal. These are the people who when they leave school form the unskilled labor and factory worker class of the community.

We know what a normal girl of fourteen likes to read. If a gifted girl of the same age has the mentality of sixteen years, she will be able to read and appreciate the books of the sixteen year old, and being unusually intelligent, she will need little help. On the other hand, if a girl of fourteen has the mentality of ten years, while she will probably have the same instinctive tendencies as the normal girl, she will have the knowledge, reasoning power and ability to draw inferences of her mental age. She will be unable to comprehend the books that an ordinary girl of fourteen would appreciate and enjoy; she will be handicapped, too, in making known her difficulties by her lack of intelligence. Much abstract reasoning is beyond her, and very often she is timid and lacking in assurance.

What help then can be given her? From observation of the reading of several hundreds of 'teen age girls, whose mental strength was sixty to eighty per cent of the normal, I make the following suggestions:

The backward girl of 'teen age has practically the same taste in reading as the normal girl. She likes the same books that the normal girl likes, but finds some too difficult, therefore the books selected must be those that are easily read. The story should be short rather than long because a lengthy story requires sustained attention and concentration, of which she is not capable, and it should be a "story" because non-fiction as a rule takes us into the abstract. Then again it must be told simply, with no difficult phraseology or involved sentences, for intelligence is required to do even simple mental gymnastics or to appreciate delicate shades in meaning or thought. An occasional illustration in the book will clarify the mental picture. Most people can detect differences, but it is a mark of intelligence to see similarities; for this reason dialect and "baby talk," which require one to note similarities and draw inferences,

should be avoided. The plot must not be too intricate or the key to a mystery hidden in a brief sentence, and there must be plenty of action and direct conversation. The mind has been compared to a train, and the speed of the train bears a direct relation to the degree of mentality. The thought process in the backward girl is like a slowly-moving train.

One may ask is it worth while to try to nourish a love of books in those whose ability is so limited? It has been said that "work is the salvation of man's happiness; the occupation of his leisure hours the salvation or ruination of his moral and social heritage." Most people are kept quite sufficiently busy making a living; the necessity to eat and dress and have a place to sleep in takes care of that, but many people who can work well have never learned to play, and if leisure is a problem for grown-ups, what must it be to the fifteen-year-old? How would you, for instance, use your odd moments if your mother were dead, you were fourteen years old, an only child, and lived with your father in a bare, two-roomed house, the front room your father's bedroom and the rear room the combined kitchen and living room—and you slept at night on a couch behind the stove? Or what would you do if you were very poor and your father and mother frequently went out in the evening and left you to take care of three or four small brothers and sisters? Or what would you do if your mother had been deserted by your father, and she had to go out to work in the evenings while you looked after a sister who had epileptic fits? *What* would you be glad of a book? And *can* you think of any better interest, or *one* that costs less money? Of course we say that these things should not be, but they do exist. And what are we going to do about making life more pleasant for such girls? Or suppose you knew a girl who wanted to walk the streets in the evening, just because she couldn't find anything more interesting to do, do you think if she found adventure in books she might forget all about going out? If in leisure hours consciousness is not filled with entertaining and wholesome thoughts, it will be filled with the reverse.

But how to associate library books with leisure hours? In one school, two hundred books were borrowed from the public library, a card made for each book, and a card for each

*Address to the A. L. A. School Librarians Section at Toronto, last June.

pupil. The books were spread on blackboard ledges and window-sills all around the room. Various classes of twenty girls came here for English subjects each period during the day. On entering they placed books returned on the desk, selected new books and sat down. Toward the end of the period, during a written exercise, they came forward one by one to have their books charged. If a girl had enjoyed the book returned, it was marked off by a plus sign; if not, by a minus sign. It was possible to change a library book every day. Each period with each class the teacher read a little from one or other of the books—not chosen at random, but a thrilling passage—and just before, the hero was going down for the third time, closed the book. Anybody who wanted to find out whether he sank or swam had to read the book. The two hundred books, or part of them, were exchanged every six weeks or two months, the new selection being aided by information gained from the cards.

On each child's card, too, was noted the branch library located nearest her home. If she belonged to it, she was encouraged to continue her connection there, and the advantages of wider selection and after-school facilities, were pointed out. If she had dropped out, an effort was made to learn the reason and straighten out the difficulty; for instance, one girl, tomboyish but sensitive, said: "I forgot about my book once until I owed twenty cents, and I couldn't get no money, so I sent the book back with another girl and quit." It was found that the sentiments of quite a few girls who did not belong to any library might be expressed in the experience of one. "She was persuaded to join the branch nearest her, but said: "I didn't get a book; I was hardly ever in a place as big as that before; it was all so quiet and everything that I didn't like to go past the door, and besides I thought I mightn't do the right thing."

The school library by fostering a love of books in girls of this type, and also accustoming them to the simple technique involved in selecting and returning a book, will establish a closer bond between their leisure hours and the public library, and the library itself will be rendering a real social service in reaching a class of people whose leisure hours might be much less wholesomely employed.

Library Institute at Atlanta

AN A. L. A. Library Institute held with the co-operation of the Library School, Carnegie Library of Atlanta, and of Emory University which closed a two-week session August 5, was financed by the Carnegie Corporation, and had as director Dr. Louis R. Wilson, and Tommie Dora Barker as associate director.

The sessions were held at Emory University. The registration numbering thirty-seven, represented eight southern states, as well as members of the staffs of various Atlanta libraries.

The main lectures and major instruction were given by Lucy E. Fay, assistant professor of bibliography, Columbia University School of Library Service, and Charlotte Templeton, librarian of the Public Library, Greenville, S. C. The subjects covered were those of paramount importance to all types of libraries. Each day a round table was conducted by a member of the library school faculty on some phase or problem of library work.

Brooklyn Central Library Wing

THE contract for construction of the new Brooklyn Central Library wing at Flatbush Avenue and Eastern Parkway has been awarded to Thomas J. Waters Co., of 415 Lexington Avenue, New York City for \$631,175.

Construction with Indiana limestone is called for and work is to begin immediately. The building will be 285 feet long, 60 feet wide, and will be three stories high.

This is a step toward the realization of the program originated many years ago, and the wing is but a small part of the building projected some fifteen years ago to cost several million dollars. Work was started in 1915, but war and post-war building conditions prevented progress. The wing now to be built will be completed in about a year.

Who Can Help?

The Library of the Université Libre de Bruxelles, is in urgent need of John Bassett Moore's *Digest of International Law*, 1900, 8 v., now out of print, and will exchange Belgian or French works with any library which may have a duplicate set of this work.

The library is very poor in books on international law in general, and would like to establish an exchange with libraries having available copies of works on this subject.

Address the Conservateur en Chef, Université Libre de Bruxelles, 14, rue des Sols, Brussels, Belgium.

Opinion on the use of book numbers is sharply divided, according to reports summarized in the fourth volume of the A. L. A. *Survey*, and 240 public libraries make no use of them. Nor do twenty-nine college libraries reporting. They are used most frequently for non-fiction, 466 public libraries and 29 college libraries reporting this use. In 322 public and 173 college libraries book numbers are used for all classes.

A Successful Branch Library at Watertown, Mass.

OUR problem was, in no way unusual. We had started a branch in the eastern end of the town in a long narrow room in a business block on the main thoroughfare to Boston. It was equipped, for the most part, with old furniture from the main library. With no especially attractive features, except two good windows for the display of books, the circulation had increased in seven years from 35,000 to 66,000 volumes and the children were fast crowding out the adults. It was time to take some active means to secure an adequate building.

We were successful in securing the appointment of a committee to investigate and report on the question of acquiring land and the construction of a branch building. The first problem was the question of a site and on this the committee debated thus:

To stay, or not to stay,—that was the question:

Whether 'twere wiser on the whole to leave
The noise and bustle of the busy thoroughfare,
Or to take 'vantage of these slight annoyances

And thereby gain publicity?

It decided to stay on the main street. Of the three available lots in the desired location, two were corner lots and a third, while lacking this advantage, had a slope from the street which would save much on the cost of excavating and would allow for full length windows in the rear of the basement. The lot had a frontage of 110 feet, with a depth of 110 feet on one side and 135 feet on the other. The town bought this lot for its assessed value, \$3,100 and later appropriated \$13,500 for the building and furnishings.



GLASS PARTITIONS AND THE DELIVERY DESK DIVIDE READING ROOM FROM THE CHILDREN'S ROOM

Much time was saved from the fact that the librarian was one of the seven members of the building committee and had quite definite ideas of the size of the building required and the general floor plans. The architects, J. D. Leland & Co., of Boston, instead of striving for special architectural effect, used these ideas and designed a brick building in modified Colonial style, beautiful in its simplicity of line and color and practical in use. The building was planned for future growth but arranged also so that it could be administered by one person in quieter times. With this in mind the main floor consists of one large room, 67 by 32 feet, divided into an adult and a children's room by the delivery desk and the glass partitions, eight feet long, which extend from the vestibule. This gives the librarian at the desk complete supervision of both rooms.

Many libraries built on the rectangular style are unattractive because of the lack of perspective that one has on entering them. Then there is the problem of the work room. If behind the desk the "work" is too apparent, and if placed in a corner, valuable reading room space is lost. We therefore decided that the added expense of a small extension in the rear, was justifiable. In

this is an office for the librarian and a work room, with a book storage and study room and the toilets, on the lower floor. These rooms are small but adequate for their purposes. The curved stairway with the clock hanging in the recess, flanked by the panelled doors thru which, when open, one has a distant view, adds much to the charm of the building. From the practical side, it gives from the desk in either room complete oversight of the entrance and delivery desk.

In the basement there is an assembly room, with a separate entrance, which will seat one hundred and twenty-five persons. As this room is small we decided not to have a platform. We also looked forward to the time when it might be necessary to convert this room into the children's room and with that in mind the lighting, base plugs, and telephone connections were all installed ready for use. This room has four full sized windows and four of smaller size. There are also in the basement magazine and chair storage rooms, a large boiler and janitor's room, coat closets and toilets. It is so planned, however, that when the assembly room is used after library hours, the library portion of the building can be shut off.

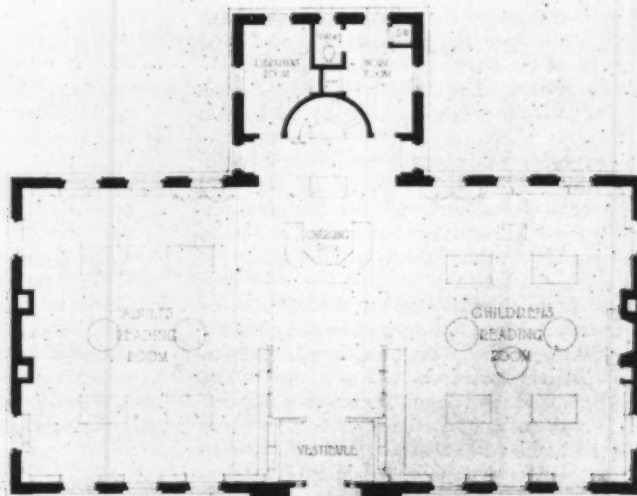


THO WELL ADAPTED FOR CHILDREN'S USE, THIS PART CAN EASILY BE ADAPTED FOR GENERAL USE

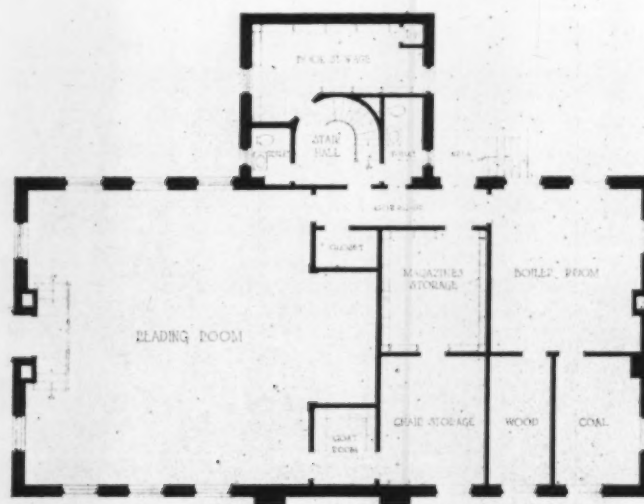
The six long windows facing north and the many high windows give splendid lighting in the day time and the electric lights with the big shades give a soft, restful light in the evening—some-what better for reading than for lighting the shelves.

The walls are of slightly rough plaster of a creamy tint and the shelves and general wood finish are of country pine stained a soft walnut brown. The shades of the electric fixtures are brown with black and orange stripes. The black note is carried out in the iron stair railing, fireplace fixtures and the clock.

The delivery desk we designed to fit our needs and it was executed by the



MAIN FLOOR PLAN



LAYOUT OF THE BASEMENT

Yawman & Erbe Mfg. Co., who also furnished the rest of the movable equipment. The furniture is of oak stained brown to match the standing finish. In the adult room we have used both square and round tables, and straight and arm chairs. The square tables are placed under the light for those who wish to put their books on table and the round tables, with the arm chairs, are placed so to have the light come over the readers' shoulders. In the children's room there are five round tables, of two heights, a built-in sloping table with a bench for the smaller chil-

dren, and two square tables of regulation height for the older ones. Also a desk for the children's librarian. On two sides of the room cork panels cover the two top shelves but if the room is ever used by the adults these can be removed. A wide shelf covered with glass affords a place for the Mother Goose or Fairy maps.

The delivery desk is planned to handle both adult and juvenile circulation during the quieter hours but at busy times the children's books are charged in their room and there is plenty of space for them to form in double lines.

This branch is expected to serve a community covering a radius of three-quarters of a mile, with about thirteen thousand residents. The building has at present shelving to accommodate eight thousand books and room to expand in the future. A gain of 46 per cent in the circulation for the first six months in the new building shows that the larger and more attractive branch is appreciated by the community.

A circulating library open to all members is maintained in connection with the Parents and Teachers Association of the Ethical Culture School, New York City.

British Public Libraries Committee Report

IMPORTANT recommendations looking to the development of library service in the library areas, urban and rural, of England and Wales and suggestions for linking the Central Library for Students with the British Museum are to be found in the completed report of the Public Libraries Committee appointed by the President of the Board of Education in October, 1921*.

Only 3.7 per cent of the population of England and Wales is now resident in areas in which no statutory library provision is at present made or apparently contemplated, for which reason the Committee proposes that the Public Libraries Acts of 1919 no longer be regarded as adoptive Acts. It is proposed, for instance, that the county borough of Hastings should be constituted a public library authority by statute, and that the county councils which have not adopted the Acts, or which in adopting the Acts have excluded part of their area, should be similarly be constituted public library authorities for that part of their area which still remains without statutory provision.

Altho the position is satisfactory so far as the inclusion of the population within library areas is concerned, it does not follow that a library area necessarily provides a library service. The Committee was unable to obtain any information in regard to 49 urban library areas with a population of nearly 580,000, and concludes that these have no library service. Altho county libraries are making rapid progress, over half of the population of twelve million in county library areas were still without a library service in 1925. The existence of a library service, further, does not necessarily imply that the service is in any way adequate. A community of 5,000 may include readers with as great a variety of tastes as a community of 500,000 and will therefore require access to as wide a range of books. It is regarded as essential that the library authorities concerned should enter into arrangements for co-operation with larger units, whether borough or county libraries.

Co-operation rather than subordination should be the purpose of the co-ordination of public libraries with the educational system of the country. The Committee considers that the transfer of public libraries to the control of Education Committees except with the entire goodwill of

all concerned, would involve more loss than gain. In the provision of school libraries the responsibility should rest with the Education Committee, which should provide the funds, and the Committee would be well advised in all cases to seek the co-operation of the Library Committee.

General library practice in the libraries studied allocates 22 per cent of expenditure to books and binding, five per cent to newspapers and periodicals, 46 per cent to salaries and wages, and 27 per cent to other expenditure. Library authorities which show large variations from these figures will be wise to inquire into the matter. The low figure of percentage of active borrowers in certain areas should also be investigated. The stock of books should represent 30 volumes per hundred of population.

The minimum standard for a member of a library staff should be the matriculation standard, which is the qualification required for admission to the courses of the School of Librarianship and the Library Association. It is essential that the existing School of Librarianship at the University of London should be maintained, and local authorities should offer scholarships tenable at the School. Any doubt which exists as to the capacity of public library authorities to make grants in aid of the fees and traveling expenses of their staff attending the School of Librarianship, summer schools, and other courses for the training of librarians should be removed by legislation. Legislation should make all premises held for the purposes of the Public Libraries Acts free from income tax. At present the effect of giving one lecture in a year at which a charge is made for admission, or of providing a residence for the librarian on public library premises, may be to render the whole of these premises subject to income tax.

The principal objects of county libraries may be regarded as to provide a service for purely rural areas which in most cases have either no library at all or an inadequate one; to establish nucleus stationary libraries in small boroughs and urban districts which have hitherto had no library service, and to supplement the service given by existing public libraries in small areas which have not hitherto been able, with the means at their disposal, to supply a service adequate to the needs of the population. The expenditure in county libraries is likely to approximate more closely that in urban libraries as the county libraries grow older and establish

* Public Libraries Committee. *Report of Public Libraries in England and Wales*. Presented by the President of the Board of Education to Parliament by Command of His Majesty, May, 1927. London: H. M. Stationery Office, 1927. pap. 356p.

a larger number of stationary libraries in urban areas. The cost of county library service cannot permanently be kept within the limit already existing. If the county library service is utilized to provide books for distinctively school libraries or to furnish the materials required by organized centres of adult education, it should be reimbursed out of the education rate. Since this is an educational and not a library service, means should be found whereby the cost of that portion of its work should be provided for by Parliamentary grant.

In urban areas in which the county council is the public library authority, where the area is sufficiently large (for instance over 20,000 inhabitants), it will usually be preferable that the county should provide the service, and if the service provided is superior to that which it is possible to provide generally throughout the county, should charge the additional cost on the area. In large urban areas, and in places where there is a body of opinion well informed as to library needs, a liberal or in some cases almost complete delegation of library powers by the county to the locality is desirable.

At the centre of a national system of co-operation between libraries should stand an enlarged and endowed Central Library for Students. There should be co-operation on financial terms varying according to the circumstances, between neighbouring libraries, whether they be borough, urban district, or county libraries; regional centres, generally the urban libraries, around which public libraries are to be grouped; and a federation of special libraries pooling their resources in the service of research. The Science Library at South Kensington will probably be the principal source on which the Central Library will depend for the supply of books needed by research students in science. The library has already assumed many of the functions of a central library by the extension of borrowing facilities to approved institutions where scientific or technical work is carried on. The Central Library also should be made a bureau of exchange for books from government departments, universities, and special libraries of every kind.

The Committee's plans for the Central Library for Students envisage the reconstitution of the existing Library as a special department of the British Museum, with separate functions and a separate constitution. A close association with the British Museum is desirable because both libraries would be administered directly by the State, and because ready access to the Museum Library and to its officials would always be of great advantage to the new Central Library. In the eyes of the public and of libraries throughout the country with which the Library would co-operate, the prestige of the British

Museum would command confidence and remove many difficulties. In no circumstances whatever, however, should the British Museum Library be interfered with by the activities of the Central Library. The latter should have an entirely separate stock of books. An interim grant of £5,000 a year by the Government in order to establish the existing library on a sound basis is recommended. The establishment of a central cataloging agency to supply catalog cards for new publications to libraries throughout the country, based on the example of the Library of Congress but determined by the needs of British libraries, is also recommended. All the proposals made in regard to the Central Library, Science Library, and Central Cataloging Agency should not exceed £12,000 a year during the next few years.

The prime responsibility for organizing the supply of books to adult education classes should remain with the Supervising Bodies for such classes, in the opinion of the Committee, and if a public library cannot spare funds needed to meet the requirements of many extra copies needed by adult education classes it should not be pressed to do so. Existing legislation, from the Public Libraries Act of 1892 down, should be modified or enlarged to authorize every possible form of co-operation for library purposes and to prevent authorities in adopting the Acts from limiting in advance their expenditure.

An agreement whereby publishers and booksellers would allow some concession to libraries or groups of libraries making purchases exceeding some fixed amount in the year is especially desirable. Libraries cannot equitably demand a discount equal to that granted to the retail bookseller, but the value of their purchases, the regularity of their payments and the full information they can give in connection with their orders entitle them to some special consideration.

In connection with government documents, the Committee recommends that government publications be sold at such prices as may be judged likely to secure for them a wide circulation, according with practice until a few years ago, that free grants of government publications be made to a select list of public libraries, on the understanding that these libraries will serve as centres of supply for surrounding areas, and that any public library be allowed to requisition a free copy of any government publication within a year of publication, subject to the discretion of the Stationery Office to prevent abuse of the privilege. In the case of learned publications, such as those of the Public Record Office and the Historical Manuscripts Commission, universities and university colleges are regarded as very proper recipients of free copies.

THE LIBRARY JOURNAL

TWICE-A-MONTH

SEPTEMBER 15, 1927

NO class of libraries is showing such rapid and wholesome increase as school libraries, to which part of this issue of the *LIBRARY JOURNAL* is devoted. Particularly is this true of high school libraries of which the new *American Library Directory* lists nearly twenty-five hundred with frank word that this is only an approximation of the probable total number, since school libraries are increasing so quickly in number as to be beyond exact count at any one time. Libraries in the grade schools have yet to find adequate development, but they are increasing perhaps even more rapidly. Two systems of development, especially in the large cities, have worked out each with its good points. The method of centralization in the public library has proved especially successful in Cleveland and Miss Cutter, director of the school department of the Cleveland Public Library gives an account of the administrative features of this method. The other method is exemplified in Denver where in that city school libraries are in direct relation, not with the central library, but with the Board of Education, and are handled thru a supervisor who gives unity and inspiration to the school librarians or teacher-librarians. Miss Witmer, the Denver supervisor, describes that method also in this issue and a comparison of the two should be illuminating.

THE development of technical schools is more and more becoming of importance, and this is as true in the library field as in that of any other profession. The graduates from the library schools in the class of 1927, have exceeded any number in previous years, and now the School of Library Service at Columbia University opens a graduate as well as an undergraduate school with courses leading to the degree of M. S., while the graduate library school of the University of Chicago is developing an organization to welcome its initial class next year. To this end the work of the A. L. A. Board of Training for librarianship has contributed not a little, and the movement has been encouraged by the liberality of the Carnegie Corporation

which has turned its attention from specific grants for library buildings to this higher and wider service for the library profession.

IT is a far cry to the Near East which makes another Macedonian appeal, this time from Constantinople, for library help. Miss Florence Wilson, until recently librarian of the League of Nations, has been making a visit of inspection and suggestion in European countries on behalf of the Carnegie Foundation for International Peace, and one of the firstfruits is the appeal from the shores of the Bosphorus for books for the benefit of the readers of many tongues gathered in the former capital of the Turkish Empire. Robert College and the American College for Women have done much to help forward the progress of Turkey, and their results are evident in many of the reforms which the Angora government has promoted. The good work will be helped if American libraries will display their usual generosity and from their duplicates send for Constantinople supplies which will enrich the new libraries there without loss on this side. Books may be sent care of Miss Mildred Hancock, Foreign Division, Young Women's Christian Association, 600 Lexington Avenue, New York, who, it is understood, will provide transportation cost from New York when required.

THE popularity of newspaper cartoons, a feature of present journalism which presents pictorial epigrams, sometimes comparable with the best things of *Punch* in its best days, has led to another kind of library pilfering. Mr. Kaiser reports from the Oakland Public Library that there has been a small epidemic in the cutting of cartoons from newspapers, or the tearing out of editorial pages containing them. The police in that city are taking active steps to take offenders to task and it is hoped that the local epidemic may thus be stayed. It would be interesting to learn to what extent other libraries have suffered from the same community distemper.

Library Book Outlook

MOST of the new library titles of the past fortnight are fiction books. In Travel, however, we find *Cape to Cairo*, by Stella C. Treatt (916.1, Little-Brown, \$5), which is an illustrated account of the first north-south trip across Africa to be made in a motor car; *Life and Laughter Midst the Cannibals*, by Clifford W. Collinson (919.6, Dutton, \$5), an illustrated account of the author's stay in the Solomon Islands; *On the Steppes*, by James N. Rosenberg (914.7, Knopf, \$2.50), a day-by-day record of the author's travels in Soviet Russia during the spring of 1926; *Adventures in Arabia*, by W. B. Seabrook (915.3, Harcourt-Brace, \$3), in which the author, an American, tells of the Bedouins, the Druses, the Whirling Dervishes, and the Yezidee Devil-Worshippers among whom he has lived; *The Balearics and Their Peoples*, by Frederick C. Chamberlin (914.6, Dodd-Mead, \$5), a study of the Balearic Islands, their history, government, folk-lore, etc.; *Old Trails and Roads in Penn's Land*, by John T. Faris (917.48, Lippincott, \$5), which describes historic places in Pennsylvania where Indian trails first led; and *The Romance of the Rivers*, likewise by John T. Faris (917.3, Harper, \$6), which tells about some of the great rivers of the United States.

New biography of interest includes *Henry Ward Beecher*, by Paxton Hibben (Doran, \$5), a life of the famous American preacher, forming a contribution to American social history; *O Rare Ben Jonson*, by Byron Steel (Knopf, \$3.50), a 158-page biography of this unique Elizabethan; and *Knocking Around*, by Frank H. Shaw (Dodd-Mead, \$3), recounting the author's life and adventures at sea, before and during the Great War.

Of sociological interest are *Bolshevism, Fascism, and Democracy*, by Francesco Nitti (320, Macmillan, \$2.75), in which the exiled Prime Minister of Italy predicts a return of the Bolsheviks and Fascists to liberalism; and *The Breakdown of Socialism*, by Arthur Shadwell (335, Little-Brown, \$3), a systematic analysis of socialism as put to the test of reality in European experiments since the war.

Twentieth Century Crimes, by Frederick A. Mackenzie (179, Little-Brown, \$3), contains accounts of a number of celebrated crimes of recent times, both European and American.

Since Victor Hugo, by Bernard Faÿ (840, Little-Brown, \$2), is a fresh account of French literature of today.

Other recent books on subjects already more or less fully covered, chiefly in the field of useful arts, are: *Occupations for Women*, by O. Latham Hatcher (600, Southern Woman's Educational Alliance, \$3.50); *The Human Body*, by Trevor Heaton (612, Dutton, \$3); *Should We Be Vaccinated?* by Bernard J. Stern (614, Harper, \$1.50); *The Conquest of Disease*, by Thurman B. Rice (615, Macmillan, \$1.50); *Elements of Radio Communication*, by O. F. Brown (621.3, Oxford Univ. Pr., \$3.50); *Radio Encyclopedia*, by Sidney Gernsback (621.3, The Author, \$2); *Drake's Radio Cyclopaedia*, by Harold P. Manly (621.3, Drake, \$6); *Practical Radio Construction and Repair*, by James A. Moyer (621.3, McGraw-Hill, \$2); *Commercial Air Transport*, by Ivo Edwards (629.1, Pitman, \$2.50); *The Motor Car and its Story*, by Charles R. Gibson (629.2, Lippincott, \$2.50); *The Farm*, by Eugene Davenport (630, Macmillan, \$3.50); *Fertilizers, Their Sources, Manufacture, and Uses*, by Herbert Cavex (631, Pitman, \$1); *Vegetable Gardening*, by A. J. Macself (635, Scribner, \$2); *The Fruit-Garden*, by A. J. Macself (635, Scribner, \$2); *The Home-Maker and Her Job*, by Lillian E. Gilbreth (640, Appleton, \$1.75); *Favorite Recipes of Famous Chefs*, by Emma C. Caron (641, McBride, \$2); *Treasures of a Hundred Cooks*, by Mary Allen Hulbert (641, Appleton, \$2.50); *Vital Vegetables, With Analyses, Menus, and Recipes*, by Ida C. B. Allen (641, Doubleday-Page, \$2); *Menus for Every Occasion*, by Edna Sibley Tipton (642, Stokes, \$2.50); *The House and Its Care*, by Mary L. Matthews (643, Little-Brown, \$1.50); *Millinery for Every Woman*, by Georgina Kerr Kaye (646, Winston, \$2.50); *The Care of the Home*, by Henrietta D. Robinson (647, Harper, \$1.50); and *Ornamental Homecrafts*, by Ida B. Littlejohns (645, Pitman, \$3).

The new fiction titles include *The Promised Land*, by Wladislas Reymont (Knopf, 2 v., \$5), a tragic story of the Polish peasant, transplanted; *The Grandmothers*, by Glenway Wescott (Harper, \$2.50), the new Harper prize novel, in which a grandson of to-day observes a segment of American life, from the time of the pioneers down to the present; *Death Comes for the Archbishop*, by Willa Cather (Knopf, \$2.50), depicting the career of a French priest in the American Southwest of the early nineteenth century; *The Exile*, by Mary Johnston (Little-Brown, \$2.50), dealing with the politics of the future.

its setting being Eldorado Island, a refuge for exiles; *Transplanted*, by Brand Whitlock (Appleton, \$2.50), in which a young American girl, finding herself transplanted by marriage into the French nobility struggles to readjust herself; *Now East, Now West*, by Susan Ertz (Appleton, \$2), a study of the marriage of an American couple who live in England for a year; *The Other To-morrow*, by Octavus Roy Cohen (Appleton, \$2), a story of the life of white people in a small southern town; *The Thunderer*, by E. Barrington (Dodd-Mead,

\$2.50), the romance of Napoleon and Josephine, typically Barringtonian; *They Also Serve*, by Peter B. Kyne (Cosmopolitan, \$2), a story of the great war, as told by a horse who served in it; *Wallflowers*, by Temple Bailey (Penn., \$2), the story of two Virginia society girls; and two characteristic detective-stories: *The Passenger to Folkestone*, by J. S. Fletcher (Knopf, \$2), and *The Cat's Eye*, by R. Austin Freeman (Dodd-Mead, \$2).

LOUIS N. FEIPEL

Brooklyn Public Library.

Library Work

Notes of Development in all Branches of Library Activity Particularly as Shown in Current Library Literature

Variations in Classification

AT the head of classifications used in American public libraries stands the Dewey Decimal Classification, used in 96 per cent of them, according to reports made to the A. L. A. survey and summarized in the fourth volume of its findings. The Cutter, or expansive system is used by twenty public libraries, and the Library of Congress system in three, the Enoch Pratt Free Library in Baltimore, the Grosvenor Library in Buffalo, N. Y., and the St. Paul (Minn.) Public Library. Among the college and university libraries the Dewey system also leads with approximately 89 per cent. The Cutter system is used in four colleges, and the Library of Congress system in fourteen, including several which were reclassifying under it at the time of their report. Some of these, however, make many modifications or use it only in certain classes.

Classification of government documents was reported on by only a few of the public libraries. These three use three principal schemes. For the main document collection, exclusive of departmental publications which may be treated as individual books, arrangement is usually made according to the Superintendent of Documents' classification, according to the *Check List*, or by serial numbers. The University of Washington library, once using the first scheme, has now reclassified its documents under the Dewey system. There is no distinction, therefore, in the scheme of classification, between government publications, whether federal, state, or city, and other books and pamphlets.

Classification of Fiction

IN practically all the public libraries reporting to the A. L. A. Survey English and American fiction are arranged alphabetically in one section, without assign-

ment of class number. The same section usually includes also English translations of foreign fiction. The principal exceptions are made for reference copies or reference collections of fiction, which sometimes are classified by nationality. Poetry, drama, and essays are classed according to nationality in 807 public libraries among the 1,010 reporting, and in 215 among the 236 college and university libraries. The literature of different countries is arranged by form, rather than by period, in practically all the public libraries, and in 173 college and university libraries among 209 reporting.

Methods of Taking Inventory

EITHER the catalog department or the circulation department supervises the taking of inventory in the majority of the libraries reporting to the A. L. A. survey, whose findings on this topic appear in the fourth volume of the *Survey*. In Atlanta, Louisville, Minneapolis, St. Paul, Seattle and Washington public libraries the catalog department supervises the inventory; among the college libraries are Hamilton, University of Missouri, Oberlin, University of Pittsburgh, and Washington University. The circulation department supervises the inventory in East Orange, Salt Lake City, and Somerville public libraries, and in the University of California, University of Minnesota, Princeton, and the University of Washington. At Cornell and at Yale the shelf department has supervision.

The general method of taking inventory in most libraries is illustrated by the procedure at the East Orange (N. J.) Public Library. In this library two of the staff, working together, read the shelf list at the shelves, for not more than one hour and a half at a time, one reading from the shelf list and the other from the shelves. Cards for all books that are not on the shelves are turned up. Missing copy or volume numbers are written on the back of the

card. Books are revised to make sure that they contain the proper book card. Books on the "new book" table, special display cases, and restricted shelves, are examined at once for books not found in their places on the regular shelves. Book cards in the circulation tray are also examined. Titles, including copy and volume numbers, still not found, are listed on sheets, giving for each item the call number, author's surname, title, accession number, copy number, and volume number. When this list has been revised all shelf list cards are turned back into position, after marks made on the back have been erased, and the shelf list drawers replaced. The books listed are then searched for in the catalog room, among books awaiting binding or mending or discarding, in the reserve collection, on the shelves in the order room, and all other places where they might be found. Each title found is crossed out on the list. The list is collated in like manner with the file of book cards representing books at the binder's or awaiting discarding. Search for books still not found is made again within one week. A new copy is then made of all remaining entries, and search for these is continued as time permits. In the process of taking inventory, a record is made of every discrepancy, of everything which seems wrong with regard to discarded entries or previous inventory items, and of everything which is not perfectly clear and according to rule. These records are given to the catalog department, that the discrepancies may be investigated. The lists of missing books are collated with previous inventory lists, and if any books missing at a previous inventory have been found, note of that fact is made on the lists of that inventory. Search for missing books is continued for six months, but the final report is not compiled until the end of the year. Books are not considered lost, or cancelled from the records, until they have been missing in three successive inventories. The process of searching for books reported missing at inventory is continued in some libraries less than six months, but the usual period is one year. Brooklyn continues the search for two months; Buffalo, for three years. A large majority wait for a second inventory before cancelling a lost book on the records.

A Publicity Experiment

An experiment in publicity which has proved highly satisfactory is the report of the San Diego Public Library for 1926.

In an attractive green cover measuring about 12½ by 5¼ inches are inserted ten pages of a stout stock of about the same tint as newspaper stock and on these are pasted ten articles clipped from the local newspapers, each emphasizing

some different feature of the library's life. A two-column title—amplified by a good explanatory sub-head and a two-column cut—tells of the general library as a gathering place; of the La Tolles Branch with its art gallery, one of the most popular places in the suburban community; of the temporary seaside library at Ocean Beach, soon to be replaced by a permanent building; and of the place of San Diego's library in the national library world: "Constructed a quarter of a century ago, this building houses the busiest library of its size in the United States"; etc.

An attractive cut and the title occupy the front cover and the inside of the cover contains the year's summary of statistics according to the A. L. A. forms.

Cornelia D. Plaister, the librarian, writes that the library considers the experiment very satisfactory "since the articles were run as local news and read by many people in San Diego, and the compiled form is a report to be sent to the other libraries in the country. The fact that it cost very little except the printing of the covers and the compiling makes it appeal to us too."

Radio Publicity at the St. Louis Public Library

"THE Library over the Radio" which forms a 52-page supplement to the St. Louis Public Library's *Annual Report for 1926-1927*, is a representative selection from nearly fifty talks broadcasted over KMOX during about eight months. Nearly a score of members of the staff contributed to the series which included many reviews of individual books, but only the more general talks are reproduced to form a manual of radio library publicity, to be of service to other librarians as well as to inform St. Louisans regarding their own library's services.

Five ways of dealing with problem of additional book-room for the Bodleian Library at Oxford University are outlined in *The Future of the Bodleian*, a pamphlet obtainable for one shilling from the Librarian. Curtailment in the acquisition of books or the use of underground rooms is considered less practical than the building of the Widener Library at Harvard University or the Bodleian buildings by converting the Clarendon Building into a bookstack to hold the equivalent of a million and a half octavo volumes. The fifth and most radical change proposed is to build a new Bodleian at a cost of £500,000 in the University Parks. Supplementary notes and sketch plans show the working of the Widener Library at Harvard University.

Among Librarians

Herbert Baillie, librarian of the Wellington (N. Z.) Public Libraries, "one of the best known and beloved of (British) provincial librarians" is the subject of the illustrated biographical sketch in the British Library Association Fiftieth Anniversary number of the *Bulletin of Bibliography*. Mr. Baillie completes this year twenty-five years of service at the Wellington Central Library—twenty-three as chief librarian, and will under the municipal superannuation system retire at the end of this year. Many American librarians recall with pleasure meeting him at the A. L. A. Minnetonka conference in 1908.

Winifred Gregory, now editor of the *Union List of Serials*, appointed editor of the List of Foreign Government Serials undertaking. Miss Gregory will spend a year working in the libraries of Washington and New York and will complete the compilation during visits to the various European capitals.

David L. Haykin, 1925 New York State head cataloger of New York State Library, has resigned to accept an appointment to a similar position in the Queens Borough (N. Y.) Public Library. Mr. Haykin will teach the courses in cataloging and classification in the training school which will open in October under the direction of Isabella M. Cooper.

Ellen A. Hedrick, appointed librarian of Albertus Magnus College library at New Haven, which is in process of organization.

Frederick C. Hicks, librarian of the Columbia University Law School has collected and edited the *Documents and Addresses of Joseph Hodges Choate* forming a twelve hundred page volume published by the West Publishing Company of St. Paul, Minn. (\$5.)

M. Margaret Kehl, 1925 Drexel, has resigned as senior assistant-in-charge of the Technology Department of the Trenton (N. J.) Free Public Library to become reference librarian at the New York Municipal Reference Library.

Willis H. Kerr, Pomona College librarian, has announced his resignation from the faculty of the floating university "Aurania" which was originally scheduled to sail from New York at the end of September. Mr. Kerr continues his work at the Pomona College Library where he is completing plans for the Library of Scripps College. Slow registration for the floating university caused delays not only in the sailing date but also in definite arrangements for the

faculty, and this decided Mr. Kerr to remain in Clermont.

Carl B. Roden, this year's A. L. A. president, is the subject of an excellent appreciation in the September A. L. A. *Bulletin* by J. Christian Bay, medical reference librarian of the John Crerar Library. "What impressed the writer more deeply than anything else . . . is the fact that the fundamental characteristics which made so many of us remember him with sympathy during a quarter century and more remained the same thruout the changing years, the same admirable poise, the same thoro method, the continued sanity of views and righteous balancing of reasons and conclusions."

Octavia F. Rogan, librarian of the Texas State Library, becomes reference librarian of the Rosenberg Library, Galveston, Texas, September 16th.

Charles B. Shaw, librarian of the North Carolina College for Women is the compiler of *American Painters*, outlining fifteen programs, suggesting two papers for each and listing sources of pertinent material. The compilation is published by the Extension Division of the College. With the opening of the fall term Mr. Shaw, as already announced, becomes librarian of Swarthmore College.

University of Illinois Library School students of 1926-27 have accepted positions for the coming year as follows:

Mary Austin, readers' assistant, Cincinnati Public Library; Cartoll Baber, librarian, Kansas State Teachers' College, Emporia; Alice H. Buckner, cataloger, Tyrell Public Library, Beaumont, Texas; Mary S. Buffum, librarian, Southwestern College, Winfield, Kansas; Ida V. Carter, assistant, Kansas State Agricultural College Library, Manhattan; Fay Champion, librarian, Augusta Tilghmann High School Library, Paducah, Ky.; Helen Marie Clark, assistant, Indiana Library and Historical Department, Indianapolis; Maude Davis, cataloger, University of North Dakota Library, Grand Forks; Mildred Louise Dillingham, assistant, catalog department, Ohio State University Library, Columbus; Jessie Irene Dobbs, assistant, Akron Public Library; Anna Jean Evans, loan department, Des Moines Public Library; Lucy B. Foote, catalog department, University of Louisiana Library, Balton Rouge; Nina Frohwein, reference librarian, University of Iowa Library, Iowa City; Sigmund von Frauendorfer, classifier, International

Institute of Agriculture, Rome, Italy; Mary Elizabeth Hanson, assistant cataloger, University of Tennessee Library, Knoxville, Tenn.; Lois Holladay, librarian, Ouachita College, Arkadelphia, Ark.; Florence Irwin, branch librarian Peoria Public Library; Edith Jones, librarian, Missouri School of Mines and Metallurgy, Rolla; Elsie Klosterman, assistant, Chicago Public Library; Carrie O. Larson, East High School, Des Moines; Mary LaRue, assistant, Decatur Public Library; Eileen H. McLellan, Dayton (Ohio) Public Library; Carlyle Morris, reference department, Chicago Public Library; Janice Parham, assistant cataloger, University of Florida, Gainesville; Mac Parkinson, school libraries division, New York State Department of Education, Albany; Martha Manier Parks, high school librarian, Denver,

Colo.; Harriet S. Potter, Bridgeport Public Library; Christine Sanders, librarian, Public Library, Helena, Ark.; Violet Lambert Shue, assistant reference librarian, Hoover Coar Library, Stanford, Calif.; Mary Soukup, circulation department, Mason City (Iowa) Public Library; Esther Stallmann, librarian, Junior High School, Flint, Mich.; Gertrude Suess, head of circulation department, Oregon State Agricultural College, Corvallis; Virginia L. Thornburg, J. Sterling High School Library, Cicero, Ill.; Wilma Allene Troxel, assistant librarian, Illinois Wesleyan University, Bloomington, Ill.; Alice Van Zanten, circulation department, Fort Wayne Public Library; Myrtle J. Weatherholt, librarian, Bicknell (Ind.) Public Library; Helmer L. Webb, assistant to librarian, Seattle, (Wash.) Public Library.

Library Organizations

American Library Association

COMMITTEE CHAIRMEN 1927-28

(Asterisk indicates standing committee)

**Affiliation of Chapters with the A. L. A.* Laura Smith, Public Library, Cincinnati.

A. L. A. Headquarters Building. Walter L. Brown, Bucalo Public Library.

**Bibliography.* Ernest C. Richardson, Library of Congress.

**Board of Education for Librarianship.* Adam Strohm, Detroit Public Library.

**Board on the Library and Adult Education.* M. S. Dudgeon, Public Library, Milwaukee, Wis.

**Bookbinding.* Mary E. Wheelock, Cleveland Public Library.

**Bookbuying.* M. L. Raney, Johns Hopkins University Library, Md.

**Book Production.* Frank K. Walter, University of Minnesota Library.

Books for Foreign Countries. Harry M. Lydenberg, New York City Public Library.

Books for the High School Library. Frances H. Kelly, Carnegie Library, Pittsburgh.

**Cataloging.* Sophie K. Hiss, Cleveland Public Library.

**Civil Service Relations.* George F. Bowerman, Washington Public Library.

**Classification.* Isabella K. Rhodes, Columbia School of Library Service.

**Classification of Library Personnel.* Arthur E. Bostwick, St. Louis Public Library.

Code of Ethics. P. L. Windsor, University of Illinois Library.

**Committee on Committees.* Ernest J. Reece, School of Library Service, Columbia University.

**Constitution and By-Laws.* M. S. Dudgeon, Milwaukee Public Library.

Co-operation with the National Congress of Parents and Teachers. Clara W. Herbert, Washington Public Library.

**Council Program.* Carl B. Roden, Chicago Public Library.

**Editorial.* George B. Utley, the Newberry Library, Chicago, Ill.

**Education.* Harriet A. Wood, Library Division, Minn. Dept. of Education, St. Paul.

Elections. William Teal, Cicero Public Library.

**Federal and State Relations.* Louis J. Bailey, Indiana State Library.

**Finance.* James I. Wyer, New York State Library. *Graded List of Books for Children.* Anne T. Eaton, Lincoln School Library, Columbia University.

**Hospital Libraries.* Perrie Jones, St. Paul Public Library.

**Institution Libraries.* Sarah B. Askew, N. J. Public Library Commission.

**International Relations.* W. W. Bishop, University of Michigan General Library.

**Journal of Discussion.* C. C. Williamson, School of Library Service, Columbia University.

**Legislation.* W. F. Yust, Rochester Public Library. *Libraries in National Parks.* H. L. Koopman, Brown University Library.

**Library Administration.* Franklin F. Hopper, New York Public Library.

**Library Co-operation with the Hispanic Peoples.* Richard Rogers Bowker, Editor, LIBRARY JOURNAL, New York City.

**Library Extension.* C. B. Lester, Wisconsin Free Library Commission.

Library Radio Broadcasting. Charles H. Brown, Iowa State College Library.

**Library Revenues.* Samuel H. Ranck, Grand Rapids Public Library.

Library Survey. Arthur E. Bostwick, St. Louis Public Library.

Library Work with Children. Mary S. Wilkinson, Enoch Pratt Free Library.

Manual of Historical Literature. A. H. Shearer, Grosvenor Library, Buffalo.

**Membership.* Maria V. Leavitt, New York Public Library.

Moving Pictures and the Library. John R. Patterson, Chicago Public Library.

Nominating. George H. Locke, Toronto Public Library.

**Oberly Memorial Fund.* Claribel R. Barnett, U. S. Department of Agriculture Library.

Program. Carl B. Roden, Chicago Public Library.

**Public Documents.* Edith Guerrier, Boston Public Library.

Public Library Branches in School Buildings. Arthur E. Bostwick, St. Louis Public Library.

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Andover, Mass.

**Recruiting for Library Service.* John S. Cleavinger, School of Library Service, Columbia University.

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**Resources of American Libraries.* J. T. Gerould, Princeton University Library.

**Salaries, Insurance and Annuities.* Charles H. Compton, St. Louis Public Library.

Schemes of Library Service. Josephine A. Rathbone, School of Library Science, Pratt Institute.

Subscription Books. Julia Ideson, Houston Public Library.

Travel. F. W. Faxon, 83 Francis Street, Boston.

Union List of Foreign Government Serials. J. T. Gerould, Princeton University Library.

Union List of Periodicals. H. M. Lydenberg, New York Public Library.

Ventilation and Lighting of Library Buildings. Samuel H. Ranck, Grand Rapids Public Library.

War Service Activities. H. H. B. Meyer, Library of Congress.

**Work with the Blind.* Mrs. Grace D. Davis, Detroit Public Library.

**Work with the Foreign Born.* Edna Phillips, Massachusetts Department of Education, Division of Public Libraries, State House, Boston.

Twin City Catalogers' Round Table

AT the June meeting of the Twin City Catalogers' Round Table held in Minneapolis, Maria C. Brace, chief of the circulation division of the St. Paul Public Library, read a paper setting forth the difficulties of the library patron in the use of the card catalog. This was followed by a discussion of means to facilitate the borrower's search thru the intricacies of a card index. A report of the regional group committee on co-operative cataloging was read, the suggestions embodied therein having been submitted to Mr. Wilmer L. Hall, chairman of the A. L. A. catalog section. Brief notices of recent bibliographies were presented by the various libraries. Mrs. Susan E. Stuhr of the Minneapolis Public Library was appointed representative to the A. L. A. catalog section meeting, and the following were elected to serve as the executive committee of the regional group for 1927-28: Ruth L. Rosholt, Minneapolis Public Library; Sarah Lawson, University of Minnesota Library; Stella Courteau, St. Paul Public Library.

STELLA CORTEAU, *Secretary.*

Ontario Catalogers' Group Formed

A MEETING to consider the formation of an Ontario regional group of Catalogers was held in Toronto during the session of the American Library Association. Thirty-four persons signified their desire to unite with such a group. The nominating committee reported as follows: Chairman: Winifred C. Barnstead, chief, cataloging division, Toronto Public Library; vice-chairman: Kate Gillespie, assistant librarian,

University of Western Ontario, London; secretary-treasurer: May H. Skinner, cataloger, University of Toronto Library; Lurene McDonald, librarian, Hamilton Public Library; Ellie Monro, librarian, Normal School Library, Peterborough.

GERTRUDE M. BOYLE,
Secretary pro tem.

Opportunities

Wanted, cataloger who will also assist with reference work. K. S. 16.

Wanted, cataloger and children's librarian; both to do some adult loan work. S. P. L. 16.

Trained book-repairer with several years' experience in libraries desires position in public library to have charge of, or to start, a book-mending department. In addition has had five years' experience in general library work. Will go anywhere outside of New England but prefers the west. T. V. 16.

Librarian with college degree, library school training and varied experience in special libraries, wants position in charge of special library. K. N. 16.

Librarian with college degree, library school training and varied experience in special libraries, wants position in charge of special library. D. G. 16.

Library school graduate with twelve years' experience in a large city, wants position in college or public library, preferably in the middle west. L. S. 16.

College graduate, with library summer school training, would like position as assistant librarian in eastern or central state. D. G. 16.

Young woman, college and library school graduate with four years' experience in university library, wants position in the west. High school or university library preferred. T. X. 16.

Librarian training and wide experience wants position as librarian where administrative work is needed. Book selection; extension work; reorganization; in library where there are assistants so that the librarian is not tied to desk or children's work. Present salary \$2300. W. Y. 16.

Experienced cataloger with college and library school degree wants position as cataloger in New York City. T. P. 16.

Librarian, M.A., library school graduate, would like reference or circulation position in New York City. H. G. 16.

Librarian, with library school training and ten years' experience wants cataloging or reference work in or near New York City. A. S. 16.

Librarian, with training and several years' experience, desires a change. Cataloging and reference preferred. Permanent or temporary position considered. B. S. 16.

Librarian, college graduate with training and experience, desires position. D. F. 16.

College graduate librarian wants position in preparation department. Can take dictation. One year's experience. M. A. 16.

Young woman with college degree desires library position, preferably in western state. Has had special courses in library work and four years' experience as assistant and head of children's department in a small public library. D. R. 16.

Wanted in October, in a college for women, a cataloger of experience, who could also classify. College degree and library school training desired. Address: Librarian, Wells College Library, Aurora, N. Y.

A CHECK LIST of FALL BOOKS

We have for distribution a check list of many of the more important books announced for publication during the Fall of 1927. This includes Fiction—Juveniles—and books of general nature.

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Current Literature and Bibliography

Elsewhere in this issue appears a summary of the main recommendations of the long anticipated *Report on Public Libraries in England and Wales*, presented by the President of the Board of Education to Parliament last May. The publication is obtainable from the British Library of Information, 44 Whitehall Street, New York, for \$1.50.

Specimens of Shakespeariana in the Bodleian Library at Oxford, the work of present and past members of the Bodleian staff (principally Mr. S. Gibson, Miss C. Hugon and Mr. F. W. Dubber) is intended "to indicate the extent of the literature of Shakespeare available to readers and to provide students and visitors with an illustrated account of some of its memorable features." Three pages of historical notes on the Bodleian give the annals of the three and a quarter centuries of Bodley's existence.

"The forthcoming book" referred to in Frank K. Walter's paper on "The Need of an Introductory Manual in Bibliography" in the August LIBRARY JOURNAL is the joint work of Henry B. Van Hoesen, assistant librarian of Princeton University, and Mr. Walter. It is to be published by Scribner.

Referring to Mr. Walter's article, Mr. R. A. Peddie, 51 Great Russell Street, London, W. C. 1, writes that he is preparing for publication with Grafton and Co. the lectures which he delivered at the British Museum in the early part of this year on "The Bases of Biobibliographical Research." The syllabus of the lectures leads one to expect a quite comprehensive work.

With the assistance of the Carnegie United Kingdom Trustees, the Association of Special Libraries and Information Bureaux is publishing in the autumn a directory of sources of specialised information edited by G. F. Barwick, late keeper of printed books at the British Museum. The book will record under thousands of subject headings the various centres in Great Britain and Ireland to which those in search of specialised information should turn. The *Directory* which will contain about five hundred large octavo pages may be obtained from the Secretary of the Association, 38 Bloomsbury Square, London, W. C. 1, at a price to be announced later.

The authors for the two new texts of the A. L. A. Curriculum study under the direction of Professor W. W. Charters of the University of Chicago are Lucile F. Fargo for school library

work, and Effie L. Power for work with children. Miss Fargo will join the Curriculum staff in the latter part of October, remaining with the Study presumably for the entire year. Miss Power will not actually go to Chicago until January, remaining until September 1st, but during this fall it is planned that Miss Power will go to Chicago for conferences to help organize the analysis of her subject.

The Study is trying out a different arrangement, and the authors of the texts will spend a longer period of time in Chicago so that they may have a hand both in the preliminary analysis of their subjects and in the collection of information by visiting libraries.

The resignation of Harold F. Brigham, staff assistant, to take charge of the reorganization of the Nashville (Tenn.) Public Library has already been announced. Anita M. Hostetter remains with the Study as staff assistant.

Index to Recent Library Literature

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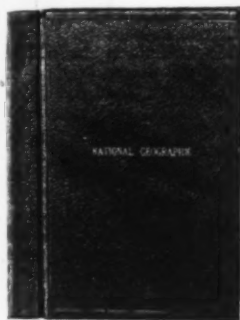
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